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ABSTRACT

The writing samples presented in this paper were selected from the portfolios of fourth-grade Vermont students as examples of the various points in Vermont's newly revised analytic writing assessment guide. The benchmark writing pieces in the paper, when used with the analytic assessment guide that begins the paper, are guideposts for assessing student work. The paper presents four benchmark pieces for each of the five "dimensions" of writing: purpose, organization, details, voice or tone, and grammar/usage/mechanics. Each benchmark piece is accompanied by a chart indicating whether the piece extensively, frequently, sometimes, or rarely incorporates the five dimensions of writing. A student writing sample forms the cover pages for the paper. (RS)

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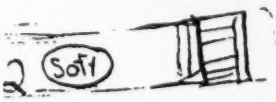
4th Grade Writing Benchmark Pieces

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. D. Joslyn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

When I was about 5 or 6 my dad made some macaroni and cheese. Well, it didn't turn out like macaroni and cheese. It turned out like rubber. At first Dad tried to cut it. That didn't work. Finally he got it cut and served. After I cut my piece I tried to pry it off my plate. Wiiinnngggg! It went flying backwards and hit my dog Taco on the head. Then my mom tried but it was glued to her plate. So was my dad's. Then last but not least Jarod (my brother) tried. Wiinngg! Splat! It stuck to the ceiling. Then all of a sudden, plopl It fell onto the table. After we cleaned up and gave Taco a bath mom told dad what kind of cheese to use. Ever since then dad has never cooked macaroni and cheese again.



Dixon Ticonderoga # 2 (soft)

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Purpose: Purpose refers to how adequately the author's intent is established and maintained within the writing. The purpose should stand on its own within a piece of writing, and not be dependent upon the reader's knowledge of the actual writing assignment. "Purpose" implies the purpose *within* the writing, rather than the purpose *of* the writing. Important factors that may contribute to the author's success in establishing and maintaining purpose include: consistent awareness of **audience**; consistent **focus** that is appropriate to the audience and the purpose.

Organization: Organization is the degree to which the writer's work illustrates unity and coherence. Writing that displays "unity" does not leave ideas or information hanging; "coherence" exists when sentences are logically and clearly related to one another, and appropriate transitions move the piece forward.

Details: Details contribute to the development of ideas, provide information, evoke images, and elaborate or clarify the content of the writing. When details are "elaborated," they are not simply listed: they advance the purpose of the writing!

Voice or Tone: Voice is the personality of a piece of writing. Tone is the attitude toward the subject, and should vary according to audience, purpose, genre and form. For example, a personal narrative may have a compelling voice and a research paper may have an engaging tone; both can reflect the personal involvement and choice of the author. One way to check for voice is to read a piece aloud: does it have a conversational tone, or a sense of unique involvement? In looking for appropriate tone, ask whether the writing projects a sense of authority or a stance that is consistent to the writing's purpose.

Grammar/Usage/Mechanics: the conventions of writing. In some cases, the writer may intentionally depart from conventional English; where such departure is effective, the writer may be judged to "show command of G/U/M." Where lapses from conventional English are not intentional, the reader should look for patterns. A single word, misspelled once or throughout a piece of writing, counts as a single error; when several words are misspelled, a "pattern of errors" is noted. Similarly, a single type of punctuation error throughout a piece should count as a single error; a variety of punctuation errors constitutes a "pattern." Writing at the "sometimes" level has errors that "distract" the reader — note that these are errors of Grammar/Usage/Mechanics, not of organization or purpose. In a "rarely" piece, the G/U/M errors not only distract, they interfere with the reader's understanding of the writing.

Vermont Writing Assessment
Analytic Assessment Guide

	Purpose	Organization	Details	Voice or Tone	Grammar/Usage/Mechanics
In assessing, consider...	...how adequately intent and focus are established and maintained (success in this criterion should not depend on the reader's knowledge of the writing assignment: the writing should stand on its own)	...coherence: ...whether ideas or information are in logical sequence or move the piece forward ...whether sentences and images are clearly related to each other (Indenting paragraphs is a matter of Grammar/Usage/Mechanics)	...whether details develop ideas or information ...whether details elaborate or clarify the content of the writing with images, careful explanation, effective dialogue, parenthetical expressions, stage directions, etc.	...whether the writing displays a natural style, appropriate to the narrator ***...or*** whether the tone of the writing is appropriate to its content	...the conventions of writing, including: *Grammar (e.g. sentence structure, syntax) *Usage (e.g. agreement and word choice) *Mechanics (e.g. spelling, capitalization, punctuation)
Ask how consistently, relative to length and complexity...	intent is established and maintained within a given piece of writing	the writing demonstrates coherence	details contribute to development of ideas and information, evoke images or otherwise elaborate or clarify the content of the writing	an appropriate voice or tone is established and maintained	As appropriate to grade level, command of conventions is evident, through correct English or intentional, effective departure from conventions
Extensively	Establishes and maintains a clear purpose and focus.	Organized from beginning to end, logical progression of ideas, fluent and coherent.	Details are pertinent, vivid or explicit and provide ideas/ information in depth.	Distinctive personal expression or distinctive tone enhances the writing.	Few or no errors present; *or* departures from convention appear intentional and are effective.
Frequently	Establishes a purpose and focus.	Organization moves writing forward with few lapses in unity or coherence.	Details develop ideas/information; *or* details are elaborated.	Establishes personal expression or effective tone.	Some errors or patterns of errors are present.
	Yes — ***Is author's focus clear within the writing?*** — No	Yes — ***Does the organization move the writing forward?*** — No	Yes — ***Do details enhance and/or clarify the writing?*** — No	Yes — ***Can you hear the writer? Or, is the tone effective?*** — No	Yes — ***Does writing show grade-appropriate command of G/U/M?*** — No
Sometimes	Attempts to establish a purpose; focus of writing is not fully clear.	Lapse(s) in organization affect unity or coherence.	Details lack elaboration, merely listed or unnecessarily repetitious.	Attempts personal expression or appropriate tone.	Numerous errors are apparent and may distract the reader.
Rarely	Purpose and focus not apparent.	Serious errors in organization make writing difficult to follow.	Details are minimal, inappropriate, or random.	Personal expression or appropriate tone not evident.	Errors interfere with understanding.

NONSCORABLE

- ***is illegible:*** *i.e., includes so many indecipherable words that no sense can be made of the writing, or*
- ***is incoherent:*** *i.e., words are legible but syntax is so garbled that response makes no sense, or*
- *is a blank piece of paper*
- ***For Portfolio:*** *Does not have required minimum contents*

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Introduction

The writing samples that follow were selected from the portfolios of fourth grade Vermont students as examples of the various points on Vermont's newly-revised analytic writing assessment guide. These benchmark writing pieces, when used with the analytic assessment guide, are guideposts for assessing student work.

The Vermont Department of Education expresses its deep gratitude to the anonymous student authors of the following pieces, and to their teachers and parents for granting us permission to publish these works.

The Department also wishes to recognize the considerable efforts of its writing network leaders and especially to thank those network leaders who served on the 1994 benchmarking committees:

Fourth Grade
Betty Boudreau
Susan Collins
Nioka Houston
Jeanne Korstange
Shayne Trubisz
Ann Rex
Susan Biggam

Eighth Grade
Andrew Green
Hasse Halley
Gordon Korstange
Irina Markova
Joyce Roof
Joan Simmons
Mimi Brailsford
Geof Hewitt

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Purpose

In assessing, consider...	...how adequately intent and focus are established and maintained (success in this criterion should not depend on the reader's knowledge of the writing assignment: the writing should stand on its own)
Ask how consistently, relative to length and complexity...	intent is established and maintained within a given piece of writing

Extensively Establishes and maintains a clear purpose and focus.

Frequently Establishes a purpose and focus.

Yes

Is author's focus clear within the writing?

No

Sometimes Attempts to establish a purpose; focus of writing is not fully clear.

Rarely Purpose and focus not apparent.

A Fuzzy Shadow

I bet you now
Joel is eating his
porridge. Hey! What
do you know? Here
comes Joel now
with two apples.
I bet there for
me and Eb. Hey!
They are. Now, he
wants me to eat
one. Yum! This is
sweet.

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Hey! Maybe if i do my sound effects he will take me with him.

Oh I wish I could go with Joel. Hey! Here he comes and the gate is open. I hope he will take me too.

Fuzzy shadow

P- It's possible to figure out that this is about a horse, but it is very confusing. Not an apparent focus to the piece.

O- Not easily followed. Sentences and images are not clearly related to each other. Use of "Hey" seems to signal a jump, but it doesn't help the reader.

G/U/M Some errors, but they do not distract the reader.

Fuzzy Shadow

	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently					✔
Sometimes		✔		✔	
Rarely	Purpose and focus not apparent		✔		

Printers

Printers copy things so you don't have to write them a hundred times. Copiers are not very effective to anyone they are petty helpless by themselves. Copiers were invented in 1884. Copiers are invented by Thomas A. Edison. Printers are things that print stuff for you incase you haven't noticed. Copiers can not get better than they are right now because those ones from old fogy age you have to turn and twist so there. The new copiers are ones you just have to push a button and it will do it for you.

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Printers

P- Writer seems to have a purpose (describing printers), but the focus is definitely not clear — is the point here to inform, to entertain or to compare?

G/U/M- S Numerous errors relative to length; they do distract

Printers					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently					
Sometimes	Attempts to establish a purpose; focus of writing is not fully clear	✔	✔	✔	✔
Rarely					

The seaturtle king
The dark, The cold.
The murkey waters of the istands cuiki Hawaii
The squid
The jelly fish dread.

The brown, The tan.
The shadow black, look.
The sea turtle king comes to dine

His bulk a fright.
His shadow might.
The other creatures fear his might.
Their tenderness
& his delight.

The Seaturtle King

P- The poem has a purpose — creating a murky atmosphere and describing the threat of the sea turtle to the other creatures of the sea. The focus of the poem is not fully clear to some readers without rereading.

O- Writing moves forward, but the first stanza has some lapses that affect coherence (Hawaii... squid)

G/U/M- Inconsistent use of punctuation. Handwriting might bias/distract the reader a little, but F (not S) because G/U/M errors do not distract the reader..

The Seaturtle King					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently	Establishes a purpose and focus	✔	✔	✔	✔
Sometimes					
Rarely					

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Christmas in Italy

This is the story of how my Italian ancestors celebrated Christmas in the southern Province of Reggio Calabria, as told to my father by my great-grandfather. On Christmas Eve the whole family would gather at the dinner table and enjoy a dinner of freshly caught codfish or (bacala) which has been stuffed; and baked and will be served with a Cantipasto or salad with olives, cheeses, and peppers. After dinner the family will visit relatives and friends in the village, and exchange hand made gifts and baked goods. Just before midnight they will join other villagers with crosses, candles, and there will be a procession to the nativity or (presabria) and the children will ring bells and place an infant in the manger to celebrate the birth of Jesus.

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Christmas in Italy

P- Establishes and maintains a clear purpose and focus on Italian ancestors' Christmas celebration. Although the description is not elaborated and sophisticated, the piece achieves what it set out to do — meets the descriptors for E.

O- Ideas flow well to support author's purpose and focus.

V/T- Effective tone but not distinctive.

G/U/M- Verb tense changes toward the end; inappropriate use of semicolon, some spelling errors — but writing is easily understood without distraction.

Christmas in Italy					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively	Establishes and maintains a clear purpose and focus	✔			
Frequently			✔	✔	✔
Sometimes					
Rarely					

Organization

In assessing, consider...	...coherence: ...whether ideas or information are in logical sequence or move the piece forward ...whether sentences and images are clearly related to each other (Indenting paragraphs is a matter of Grammar/Usage/Mechanics)
Ask how consistently, relative to length and complexity...	the writing demonstrates coherence
Extensively	Organized from beginning to end, logical progression of ideas, fluent and coherent.
Frequently	Organization moves writing forward with few lapses in unity or coherence.

Yes

Does the organization move the writing forward?

No

Sometimes	Lapse(s) in organization affect unity or coherence.
Rarely	Serious errors in organization make writing difficult to follow.

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Grandfather's Boat

When I when't to the bot I when't of the weekend.It is my grandfather's and grandmother's bot.I came home monday Aug.30,1993.My grafatherdrove the bot.I when't with my sister Jessica,my gradmother and grandfather.The bot is in alake.We were in New York.We were in port henre.When we got there we when't swimming.I when't nightswimming with gramna and papa.And of cors my sister Jessica.We were in the water most of the time.The bot staytes at mereno bowey 39.I alsow woks every night before we when't to bed.We when't to the store and got hot fog sundays.We alsow so a paper mill it is a huge gray bilding.That is what the paper mill locks like.At night the paper mill is all lite up.It lock's much prettyer when it is all lite up?There is alot of smoke that cames out of the paper mill.The paper mill is somthing that makes paper.That is where all the paper comes from.The paper mill really smells bad.We drove to the Mereno.The bot was all ready there.Then we put are logige in and my grafather drove the bot to port henry.On sunday we got hot fug sondays.We walk up to the ice cream store.The ice cream store was near Kmart.I really like my Grandparents.They are my Mom"s parints.We were in lake Shampe Plain.First we were in Vermont then on the bot we crost under the New York brige.Then we went to port henery.My grandparints own the bot.The bot is really big.It is red,white and blue.You can sleep on the bot.We whent on school vecashin.My Mom and Dad had to work.

THE END ?

Grandfather's Boat

O- Serious errors in organization make it very difficult to follow. Reader needs more information to have piece move forward — to follow the writer's ideas. This is a clear example of *serious* errors in organization.

D- Details are present, but lack elaboration and don't contribute to the development of ideas, information. Some repetition.

Grandfather's Boat

	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently					
Sometimes	✔		✔	✔	
Rarely		Serious errors in organization make writing difficult to follow			✔

Sugar

Sugar is used to sprinkle on food to make it sweet. All the foods that have sugar in it is called carbohydrates. The sugar is little white crystals. If you eat too much you will get hyper and energy. I this report will help me learn more about sugar. If you eat too much sugar with out brushing your teeth thes will rot.

Sugar

P- Writer's purpose involves reporting about sugar, but focus is not clear — effects? benefits? description?

O- Each sentence relates to the topic but sequencing is weak. Sentences shift back and forth between facts about sugar and effects of sugar.

G/U/M- Relative to length, there are some errors here (commas, subject/verb agreement), but not distracting.

Sugar					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently					✔
Sometimes	✔	Lapse(s) in organization affect unity or coherence	✔	✔	
Rarely					

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The Most Money I've Ever Found

I was walking to my house and I saw something in the road. I went over to see what it was. It appeared to be a one hundred dollar bill in the street. I picked it up and I ran home and I told my mom. She ran down the stairs. She almost fell. Then she said, "Are you kidding?" "No!" I said, "I'm not kidding." Then my sister came down the stairs in wonder and she said, "What is all the commotion about?" My mom said "James found a one hundred dollar bill in the street." "NO way!" "Yes way!" I said. "we are returning it to the police," said mom. "No way!" "Yes way!" I said, "well easy come easy go." We took it to the police station. The end

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Most Money

O- Easily followed. but there are a few lapses. Dialogue sometimes confusing and not well connected to what precedes/follows it.

D- Details help to clarify, and do develop the ideas of the piece. Details might be called unelaborated in this piece, but they seem to work well because they fit with the somewhat breathless tone.

V/T- Personal expression; good choice of nouns, descriptive verbs as well as realistic dialogue.

G/U/M- Paragraphing missing, comma errors — but they do not distract the reader.

Most Money

	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently	✔	Writing moves forward with few lapses in unity or coherence	✔	✔	✔
Sometimes					
Rarely					

Elf Has a Problem

It was Christmas Eve. My family was all wound up. I was putting the cookies out for Santa. When my mom called from up stairs, "Get ready for bed dear. I layed the cookies on the coffee table and got ready for bed.

I layed in my bed to excited to go to sleep, so I went down stairs to get a drink, when I heard a thump.

I tip toed into the living room ready to hit a robber, and I saw the elf. He was saying to him self, "Oh deer oh deer how in the world did Santa do this?"

Then he started reading my families Christmas list and putting the presents out of his bag that we had asked for. Then the elf layed them down under the stockings. He looked up the chimney and said, "Go up," after nothing happened he added, "Now how am I going to go up?"

"Maybe I could help," I said stepping out so he could see me.

"Oh no Santa said him not suppose to let anybody see me," he said sitting down with a frown on her face.

"Where's Santa?" I asked in wonder.
"He's sick," he said still frowning.
"Well maybe we could get a ladder and stick it up the chimney and you could climb up" I said.
"We'll make to much noise," he said. "But wait we could get that chair put it in the fire place put some books on it, and you could stand on it and lift me up!" he said changing the frown to a smile.
"Y E S." I screamed.
"Dear who are you talking to" my mom asked from up stairs just waking "up."
"Um the cat" I answered.
"Oh", my mom said yawning.
The elf was looking up the chimney when he sneezed.
"Im coming down there dear you sound as if you have a cold, and you don't want to be sick for Christmas", my mom said.
My mom came down and felt my fore head.

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"You seem all right," she said
"It was that elf that sneezed," I said pointing toward the fire place noticing he was gone. "He was," I said looking up the chimney.
"Go to bed dear you have a big day tomorrow," my mom said looking at me in a weird way.
That morning after all the presents were opened I found a note in the fire place it said: Thanks, by the way my name is Scott.
I was about to show my family the note, but then everybody would laugh at me. So I put it in my pocket and gave a secretive smile.

Elf

O- Complex story. Dialogue is fluent and connected well – supports the focus of the story.

G/U/M- Errors that are present are incidental in view of the complexity of this piece.

Elf					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively	✔	Organized from beginning to end, logical progression of ideas, fluent and cohesive	✔	✔	✔
Frequently					
Sometimes					
Rarely					

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Details

In assessing, consider...	...whether details develop ideas or information ...whether details elaborate or clarify the content of the writing with images, careful explanation, effective dialogue, parenthetical expressions, stage directions, etc.
Ask how consistently, relative to length and complexity...	details contribute to development of ideas and information, evoke images or otherwise elaborate or clarify the content of the writing
Extensively	Details are pertinent, vivid or explicit and provide ideas/information in depth.
Frequently	Details develop ideas/information; ***or*** details are elaborated.

Yes

Do details enhance and/or clarify the writing?

No

Sometimes	Details lack elaboration, merely listed or unnecessarily repetitious.
Rarely	Details are minimal, inappropriate, or random.

Reading

Reading is important to me. I could not work on papers or follow directions.

Iff I could not read books. I would not have fun. I wish I wish I could read better. I should pratic more

I like reading cause you can use your Imaginatoin.

Reading

P- Focus not clear

O- Sentences not clearly related to each other, but writing can be followed.

D- Details are random — they do not really support each other.

G/U/M- Some errors (relative to length and complexity) — spelling.

Reading					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently					✔
Sometimes	✔	✔		✔	
Rarely			Details are minimal, inappropriate, or random		

We Became Friends

we became friends when he Lived Nexted Doon to US. He has ALot of Base Ball Cards and Comics. we like to play BasKetBall together and Nintendo together. He has a Sister and one Brother his moms Name is Lrane His Dads Name is Dan. He has an another Dad that lives in Flor'da, his Name is Herd. we went to the Rutland fairtogether. We play Soccerr togehter

We Became Friends

P- Topic is there, but lacks focus

D- Details are present, but they are simply listed and do not enhance or clarify the writing.

V/T- Personal expression/approp. tone not evident in this piece which is describing a friend.

G/U/M- Numerous errors (spelling, word usage, lack of caps, over-used caps) distract the reader.

We Became Friends					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently					
Sometimes	✔	✔	Details lack elaboration, merely listed or unnecessarily repititious		✔
Rarely				✔	

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I
feel
the coldness
of the wind.
The birds call
back and forth to
one another. The
squirrels are jumping
back and forth from
branch to branch. The
old trees are squeaking
in the distance. I can see
little
patches
of sky
through
the tops
of the
trees up
above me.

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Wilderness (shape poem)

P- Purpose is established (shape poem), but focus is not maintained throughout (relative to length and complexity). Title is misleading.

O- Images are clearly related to each other.

D- Details are effective and create a picture within the reader's mind — but not vivid.

Wilderness					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively		✔			✔
Frequently	✔		Details develop ideas/information; or details are elaborated	✔	
Sometimes					
Rarely					

Macaroni and Cheese

When I was about 5 or 6 my dad made some macaroni and cheese. Well, it didn't turn out like macaroni and cheese. It turned out like rubber. At first Dad tried to cut it. That didn't work. Finally he got it cut and served. After I cut my piece I tried to pry it off my plate. Wiiinnnggg! It went flying backwards and hit my dog Taco on the head. Then my mom tried but it was glued to her plate. So was my dad's. Then last but not least Jared (my brother) tried. Wiinngg! Splat! It stuck to the ceiling. Then all of a sudden, plopl It fell onto the table. After we cleaned up and gave Taco a bath mom told dad what kind of cheese to use. Ever since then dad has never cooked macaroni and cheese again.

Macaroni and Cheese

D- Details are vivid and pertinent. They create a real picture for the reader, and enhance the tone.

GUM- A few errors (wen't, missing commas, all one paragraph?) but overall strong command of conventions.

Macaroni and Cheese					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively	✔	✔	Details are pertinent, vivid or explicit and provide ideas/ information in depth	✔	✔
Frequently					
Sometimes					
Rarely					

BEST COPY AVAILABLE

Voice or Tone

In assessing, consider... ...whether the writing displays a natural style, appropriate to the narrator
...or whether the tone of the writing is appropriate to its content

Ask how consistently, relative to length and complexity... an appropriate voice or tone is established and maintained

Extensively Distinctive personal expression or distinctive tone enhances the writing.

Frequently Establishes personal expression or effective tone.

Yes

Can you hear the writer?
Or, is the tone effective?

No

Sometimes Attempts personal expression or appropriate tone.

Rarely Personal expression or appropriate tone not evident.

Riboflavin

Riboflavin is a Vitamin B_2 and Vitamin G. Riboflavin is mixed with eggs, fish liver, milk, Poultry, yeast and thats it. Riboflavin helps your eyes and skin and groth. Riboflavin is a Vitamin to help you.

Riboflavin

P- Topic is evident, but focus is not clear — uses of riboflavin? where it's found?

V/T- Flat tone; no evidence of appropriate (informative, explanatory) tone for the purpose of this piece.

Riboflavin

	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently		✔			✔
Sometimes	✔		✔		
Rarely				Personal expression or appropriate tone not evident	

BEST COPY AVAILABLE

Rythum and shoes

I like the part of the pirate dance when they cloggd and the part when the girl tapped danced. I like the girl who sang the dumb dog song. The boys dance too. plus I liked the girl who did a back flip. It takes a lot of practice to dance like that. we went to New Hampshire to see Rythum and shoes. I wish I could dance like that. There where a lot of people there. I like the hand done. I clap like that way too. It was nice to go and I liked it.

Rythum and shoes

V/T- Attempt at approp. tone (response to a performance) ("It takes a lot of practice to dance like that...") but not effectively used for most of the piece.

G/U/M- Errors (spelling, sentence fragment, missing capitals, no indentation) distract.

Rythum and Shoes					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently	✔				
Sometimes		✔	✔	Attempts personal expression or appropriate tone	✔
Rarely					

BEST COPY AVAILABLE

The Great Closet Discovery

One morning while I was eating breakfast my mom told me it was time I cleaned out my closet. I said, "But it's such a nice day out don't you think I should get some fresh air." She didn't answer for a minute but then said, "I will the sooner you get to it, the sooner you can go out side and play. My dad was at the table and said, "listen to your mother or you can clean the whole house." I finished eating breakfast and went to my room to clean out the closet.

It had been such a long time since I cleaned my closet. I had forgotten what was ever in there. While I was cleaning I noticed a long box. The box was a beautiful box that had ribbons on it. I took the box out of the closet and put it on my bed. I opened up the beautiful box and saw a beautiful trophy. The trophy had a ribbon on it. My sister had won it skiing. She had come in first so it was a gold medal. I remembered she gave it to me for a present. So I put it on my dresser so when ever anybody walked in they could see it.

All of a sudden my mom walked in and said, "It is a beautiful day out you go out side and I'll clean your closet for you." I said, "That's O.K." not telling her why but it was because I wanted to see what else I had in my wonderful closet.

The End

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The Great Closet Discovery

P- Excellent follow-through in piece; clear focus

D- Elaborated details — but depth isn't there. Some over-use of "beautiful".

V/T- Good use of conversation. You can hear the writer, but not distinctive.

G/U/M- Very few errors (some spelling and punctuation) relative to length and complexity.

The Great Closet Discovery					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔	✔			✔
Frequently			✔	Establishes personal expression or appropriate tone	
Sometimes					
Rarely					

The Box

One night their was a full moon out and my mother just sent me to the old barn to get milk. One my way I heard dog's barking and howling got, it was scarry so I so I said to my self, "I not scared I'm a big boy and I can handle this," so I went into the old barn and I heard the tall grass rubing on the side of the barn. The barn had dusty corners with spider webs in the cracks in the wall's. It was creepy but I new that it was only my imagination. So I went over to the closet were the buket was did that was the bukef that we put milk in. But when I opend the closet their was good size box. I was scared

I didn't now what was in it So I said, "what am I a chiken," so I opend the box and their was a bunch of new kittens that are barn cat hade. I was so dumb to be scared of kittens. So I milked the cow and I cafyed the box of kittens home and we gave them some nice warm milk for them to drink.

The Box

O- Logical, fluent, coherent. Organization is a real strength of this paper. And, dialogue is "transitioned in" well.

D- Details are vivid and evoke images. Writer develops them in depth.

V/T- Spooky tone for purpose. Writer effectively builds mystery. Conversation with self enhances story.

G/U/M- Errors in spelling, punctuation and word omissions are distracting in this otherwise engaging story.

The Box					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively	✔	✔	✔	Distinctive personal expression or distinctive tone enhances the writing	
Frequently					
Sometimes					✔
Rarely					

Grammar/ Usage/ Mechanics

In assessing, consider...	...the conventions of writing, including: •Grammar (e.g. sentence structure, syntax) •Usage (e.g. agreement and word choice) •Mechanics (e.g. spelling, capitalization, punctuation)
Ask how consistently, relative to length and complexity...	As appropriate to grade level, command of conventions is evident, through correct English or intentional, effective departure from conventions
Extensively	Few or no errors present; ***or*** departures from convention appear intentional and are effective.
Frequently	Some errors or patterns of errors are present.
	Yes
	Does writing show grade-appropriate command of G/U/M?
	No
Sometimes	Numerous errors are apparent and may distract the reader.
Rarely	Errors interfere with understanding.

Oldest Brother

My oldest brother invited me over for two weeks. The second day nothing was going on it was a bor d asked my brother if ther was anything to do. He said we could play minetord, attic or we could go out and play footbal. I said no d dident to go in the attic he said o.k. d went up. It was really dork and spoky and than thump oman what did d trip on? Are you o.k. yes just cheking and ther right before me as my eyes peld d say a magic wand. d brong it down stairs and ask my brother why was it ur there? Ther was a migcon lived here before d did. But he is died thare. Thats a shame. Do you know were we could give it to? And he said yes d think d mit we could give it to a dishon magic show nere by so we did and we got ten dollors each On when d got back to my real home d told my mom about everything and she said did you have a good time? Defferent Mom.

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Oldest Brother

P- Attempts to establish the purpose of telling about a discovery

O- Most of the thinking can be followed, but the leap near the end is a definite problem, and affects unity and coherence. Not strong on transitions.

D- Mostly generic details (dark, spooky) — not elaborated.

V/T- The conversation between the two boys is an attempt at voice. The ending, however, seems perfunctory, so it weakens the effect. Lack of strength negatively affects tone.

G/U/M- Errors in spelling, punctuation, lack of quotation marks interfere with understanding. (More than just distracting).

Oldest Brother

	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently					
Sometimes	✔	✔	✔	✔	
Rarely					Errors interfere with understanding

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Mr. Botts

Dear Mr. Botts

Bill, I'm descusted with how you have been acting latly. Did you know that leigh is very mad about how you lost Bandit. So now that you lost Bandit. Leigh is very very sad. I don't think leigh is going to for give you for that. Why don't you ever take leigh to out for pizza.? You only tack leigh out to the loundry mat and the library. Oh. and why don't you ever call him our wrigh to him. I hope you find Bandit because Leigh would be much happyer. I hope you'r satisfied with what you have done. well I gess thats all I have to say for know.

Sencerely

Mr. Botts

P- Purpose of letter (to a book character) is established but not fully clear. Additional information would help the focus of the letter.

O- Not *easily* followed. Relationship between sentences not linked well — this affects coherence.

D- Details lack elaboration

V/T- Reader can hear the writer — but not distinctive voice or tone.

G/U/M- Spelling errors, sentence fragments, lack of capitalization, etc. distract the reader, but don't interfere with understanding.

Mr. Botts

	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently	✔			✔	
Sometimes		✔	✔		Numerous errors are apparent and distract the reader
Rarely					

Rhythem and Shoes

My opinion of Rhythem and Shoes is good. I might reccomend this to somebody. I wouldn't Mind going aggin. I liked the bus ride. Rhythem and Shoes are good dancers. They did three different dances they were clogging, tap dancing and leather sole shoe dancing. There were twelve people in the groap. My favorite was cliff.

Rhythem and Shoes

P- Purpose and focus are established (reaction to performance — giving opinion) but not *clearly*.

O- Sentences not well related to each other — affects unity and coherence.

D- Not elaborated

V/T- Attempt at appropriate tone — just barely ... ("I might recommend this to somebody")

GUM- Some errors in spelling (rhythem, reccommend) and a missing period at the end of a sentence. Relative to length and complexity- F. Again, beware of possible handwriting bias.

Rhythem and Shoes

	Purpose	Organization	Details	Voice or Tone	GUM
Extensively					
Frequently	✔				Some errors or patterns of errors are present
Sometimes		✔	✔	✔	
Rarely					

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THE RAGE OF CLUE

One afternoon when I was about five years about old i was starting to play a game of Clue with my brother, Jeremy, my sister, Paige, and my dad, Jim.

I rolled the dice. Dad rolled a six (these are just guesses), my sister rolled a two, my brother rolled a one, and I rolled a six.

Dad and I had to roll again so we did. Dad rolled a five and I rolled a four.

We were sitting in this arrangement: Dad was on one side. To his left sat Jeremy. Next to him sat me and next to me sat Paige.

Since Dad got the highest number, he got to go first. Dad thought it should go clockwise since that was the easiest way for it to go.

I was so young then I thought it was rightfully my turn to go next since I got the second highest number.

Now we were in the wrong order.

I said, "I WANT TO GO SECOND!!!" Then everybody said,"Okay," but I was <u>fuming mad</u>. I picked up the Clueboard and threw it on the floor! Then I ran upstairs and screamed my head off and cried.

Dad came up and tried to calm me down.

After that I came downstairs and played a regular game of Clue with Dad, Jeremy, and Paige.

After my rage I felt ashamed.

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Rage of Clue

P- Purpose established; focus is sometimes confusing.

O- Writing moves forward with few lapses. Some clearer transitions would help this very promising piece.

D- Details are elaborated, not yet vivid or in depth.

V/T- Effective personal expression and nice style developing; one can hear the writer. Not yet distinctive.

G/U/M- Very few errors; strong command of conventions.

Rage of Clue					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					Few or no errors are present; or departures from convention appear intentional and are effective
Frequently	✔	✔	✔	✔	
Sometimes					
Rarely					